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## A THEORY AND RESEARCH INSTRUMENTS FOR STUDYING U.S. NAVAL OFFICER CAREERS

by

C. Brooklyn Derr

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Career patterns are influenced as much by the individual as by the organization. They are often based on ones own definition of career success; his work values, motives and attitudes; his career stage and adult life stage development as they dynamically interrlate; family concerns (including the influence of the spouse); and the various options which are largely dependent on career politics. The author outlines the above theoretical concepts and suggests interview questions and questionnaire items to study these constructs. A bibliography is included.

# A Theory And Research Instruments For Studying U.S. Naval Officer Careers

## I. INTRODUCTION

The Navy of the future is faced with some complex personnel problems which could impair combat readiness and the effective utilization of advanced technology and "hardware". For example, it has been estimated that some 23,000 high-skilled position classifications are manned by unrated sailors. (Elster, 1976). Unless the manpower shortage is resolved in the sub-surface community, some submarines may not be operational in 1980's. (Elster, 1976). Moreover, advanced hardware systems often lack the people to run them and this problem may get more intensified in the future. Among the officer cadre of the U.S. Navy, and especially within some communities, retaining top-quality personnel is of utmost importance--and it may prove difficult. While the current officer shortage appears most serious in the 5-12 year experience range, it has been predicted that some 40% of officers leave the Navy before the twelve year period, which, in turn, is costly in terms of training and applied future experience. (Robertson, 1975).

Research is needed which uncovers information about Naval officer careers in general and careers within Naval communities (e.g. surface warfare). Practical recommendations might result for career re-enlistment, enhancement and productivity. This would in turn address some of the problems stated above as well as suggest some possibilities for more effectively managing scarce human resources.

Many career programs to date (especially those in the military) have focused on two common threads: first, the idea of the career as job placement rather than a total work-life experience; second, the emphasis on fitting the person into the organizational career slot, based on some manpower planning and prescribed career ladders, without, coincidentally, trying to match the needs of the individual with those of the enterprise.

It is the underlying premise of this research that the career must be understood from the employee's perspective if the organization is to arrive at a long-term program of worker participation, motivation, retention and productivity. Indeed, the definition of career in this study is as much or more the product of the individual as it is of the organization. A career is:

> A sequence of work-related experiences which reflects how a person thinks and acts over time regarding his own internal definition of work success.

Such a point of view considers the career to be very long-term. It comprises many job experiences over time (for most, over a lifetime), and changing careers requires a different orientation to work (e.g. changing fields or professions) as opposed to short-term job hopping. Moreover, career success is defined by the individual according to his values, concepts and options. It serves as a guide to his career attitude and actions over time. The individual, as part of the person-organization career matching equation, is, therefore, a critical component.

## II. THE NATURE OF THE STUDY

The research to be undertaken focuses on Naval officer careers from the "personal" perspective. It is an attempt to uncover evidence leading to a better understanding of their career agendas, motives, satisfactions and discontentments, non-work issues which overlap into their jobs and, in general, concerns of a personal nature which might cause them to or prevent them from fully responding to the Navy's career program. The practical implications for the study are to discover ways to enhance Naval officer retention, satisfaction and productivity.

Five different communities of Naval officers are to be studied: air, surface, subsurface, civil engineering corps, supply. It is hoped that not only will valuable insights about Naval officer's careers, as a subset of all careers, be unfolded but, in addition, interesting differences between these various communities will be discovered.

A sample of Navy wives, the wives of some of the officers also being examined, in these five communities will be queried. This part of the study focuses on gaining the perceptions of the wives about how their husband's career impacts on and is influenced by them. Also, it is an attempt to validate research findings.

Twenty-five officers, five from each of the above Navy communities, and their wives will be examined from among the population of officer-students at the Naval Postgraduate School. Another five officers from each community at the school will also be queried for a total of ten officers and five wives from each community. In addition, ten officers from each of the five Naval communities who are currently on duty in a regular wartime (seagoing) billet will be studied.

Schein (1975) discovered during his career anchor research that more personal and sensitive aspects of a career (e.g. values) were best studied via in-depth clinical interviews. Moreover, Alderfer (1968) determined that questionnaires distributed after an open-ended interview provoke more "open" and "honest" responses than do those where no interview is held. Furthermore, since individuals tend to act based on their perceptions, perceptual data is considered appropriate. This research, therefore, will primarily consist of in-depth interviews covering the following theoretical issues. A brief questionnaire will be distributed at the end of each interview to compliment and quantify some items.

## III. THEORETICAL PERSPECTIVE

In addressing the general questions introduced above, the literature and research in the five following areas of inquiry has been reviewed: career success, career anchors, career-life stages, family-career concerns, and career politics. It is proposed that these concepts are promising as theoretical premises to study the individual's perspective on his career.

A. Career Success. Hall (1976) points out multiple definitions of the term "career." Some classify it as following and ascending over time the company's career path or accepting its definition of becoming successful. Some view it as passing through a series of stages to becoming a full-fledged member of ones profession (irrespective of any particular organization). Or, the career may be viewed as a life-long sequence of jobs or roles. There are even those who feel that the term means ones total personal history through life, not just ones work history.

Driver (1977) hypothesizes four types of career concepts: transcient, steady state, linear and spiral. He then relates these concepts to five career characteristics: when one chooses his career, the degree of permanence of the career, the direction of career change when that occurs, the central motive behind a certain career orientation and the cognitive style or primary decision-making mode typical of that career type. The table below summarizes these concepts.

Table I

Driver's Career Concepts

| | | (a) | (b) | (c) | (d) | (e) |
|---|---|---|---|---|---|---|
| | Career Concept | Choice Time | Permanence | Change Direction | Central Motive | Cognitive Style |
| (1) | Transient | continuous | yearly changes | usually lateral | independence | flexible |
| (2) | Steady State | youth | for life | none | security | decisive |
| (3) | Linear | youth | for life | upward mobility | achievement | hierarchic |
| (4) | Spiral | cyclical | 5-7 years | lateral mobility | growth | integrative |
| (5) | Second-Career | mid-life | bi-lifetime | newness | growth/ crisis,forced situation | searching |

Some explorative research has been done by Driver on the linear and spiral concepts and the above hypothesized relationships tend to be correlated with motive and cognitive style.

Derr's preliminary interviews among officer-students at the Naval Postgraduate School* indicate that a fifth career concept, building on Driver's ideas, is that of second-career orientation. The time of career choice is normally at mid-life or ages 40-48. The permanence is about every twenty years or bi-lifetime. The change direction is sometimes lateral mobility but often towards newness. The central motives may be growth, crisis or, as in the case of the military, early retirement (forced and voluntary). The cognitive style is probably one of searching.

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* In two sections of MN 3105 (Introduction to Organization and Management) and one section of MN 3127 (Seminar on Careers).

B. Career Anchors.* Manager efficiency, productivity, and morale appear to be related to the appropriateness of the match between the individuals own needs/values/objectives and the needs/values/objectives of the organization for which the person works. In the case of the Navy, for example, if an officer's basic value orientations can be identified and matched with the needs and programs of the Navy, this match should generate greatly improved rewards and benefits for both the Navy and the officer.

Schein's work (1975) uncovers basic values, motives, needs and talents which keep an individual pursuing a certain kind of career. He terms these "career anchors." The career can be said to be anchored over time in the set of needs or motives which the individual continuously attempts to fulfill through work and the rewards obtained from work.

The basis for the development of the "career anchors" concept was a study Schein conducted of students selected at random from the Sloan School of Management graduating classes 1961-63. The group consisted of 44 panelists volunteering for detailed follow-up research beginning with interviews and various attitude and value surveys. Contact was maintained with each panelist and a major review and resurvey was recently completed.

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* This section has been developed with the help of Dr. Marshal Chatwin, Career Counceling, Monterey Penninsula College.

The five primary career anchors postulated by Schein are the following:

| | |
|---|---|
| Anchor 1 | Managerial competence - a basic need or satisfaction in building something, getting something accomplished, influencing people, planning and controlling resources, supervising others. |
| Anchor 2 | Technical-functional competence - exercising ones technical knowledge and skill such as quantitative analysis, human relations and corporate planning rather than the managerial process. |
| Anchor 3 | Security - a need to stabilize a career by linking it to a given organization. |
| Anchor 4 | Creativity - a strong need to create something on ones own such as a new business, a new product, a new service. |
| Anchor 5 | Autonomy and Independence - a primary, overriding concern for ones own freedom and autonomy. |

On the basis of the aforementioned preliminary interviews with selected Naval officers, Derr found that certain communities of Naval officers (e.g. aviators, submariners) have predominant career anchors. Moreover, there may be some career anchors peculiar to the Naval officer population generally which are different from those discovered by Schein. A number of questions to Schein's theory were also suggested, such as: do clusters of anchors, rather than one, really determine behavior? Do these anchors change during adult life development? If there is one predominant anchor, does the second-order one serve as a behavioral back-up motivating force which functions when the first is being satisfied? Are there any personal characteristics (e.g. personality, socio-economic origin) which correlate with certain anchors?

C. Career-Life Stages. Hall and Nougaim (1968) identify some definite career stages corresponding to various ages as do Miller and Form (1951). Dalton and Thompson's recent work (in press) has revived the notion of career stages.

1. Career Stages - In a study of some 350 professional employees in large organizations, Dalton and Thompson probed what differentiates low performers from high performers.* From the data, it was shown that there is stong evidence that as individuals successfully move through their careers, they progress through a sequence of stages. High-performing individuals who continue to be ranked high by their supervisors throughout their careers tend to cope well with the differing demands of each of these various career stages, while individuals who do not cope as well with those specific demands tend to be ranked lower by their supervisor with respect to performance.

   From Dalton and Thompson's research, four sequential career stages are evident. The first, Stage I, involves helping, learning and following the direction of others in the organization. The person in this stage is an "apprentice". Stage II includes a move from a subordinate to a colleague type of relationship and the demonstration of competence as an "individual contributor". In Stage III the individual broadens his or her focus and begins training and bringing others along. The person in this stage is called a "mentor". Finally, in Stage IV, the individual's focus shifts from some subpart of the organization to providing future direction for the organization as a whole or some major segment of it. This person is called a "senior statesman". Figure 1 below illustrates these various career stages more completely.

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* This section has been developed with the help of Mr. J. Bruce Prince, Department of Organizational Behavior, Brigham Young University.

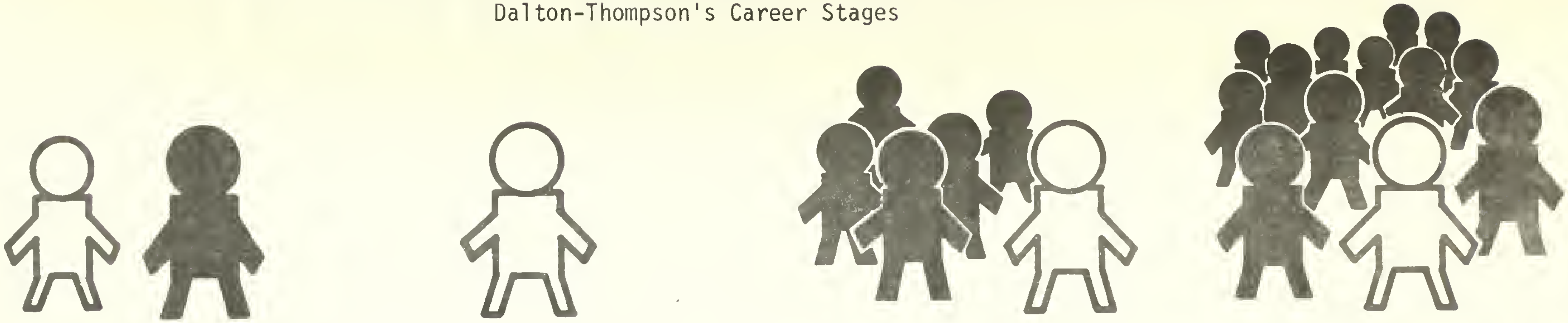
2. Life Stages - In recent years much attention and interest has been generaged in both the popular and scientific literature regarding the broad issue of adult life stage development. Sheehy's book (1976), presently a best seller, is an indication of the high level of public interest in the topic.

The general thesis of this field of inquiry is that the various developmental stages of children do not end at adolescence, but continue on through the adult years. There are stress points in the adult years (stages) which adults experience and with which they must deal. To be sure, the exact timing and impact of these stages differ considerably from person to person because they are influenced by the individual's sex, occupation, marital status, physical condition, psychological health, etc. But according to this theory, these adult life stages exist and they do not occur entirely at random and ideosyncratically.

Briefly, there is an early adult transition or post-adolescence stage in which a person begins to move into the adult world (ages 17-22). In the next stage one has to get established in that adult world and experience it (ages 22-29). A third stage is the age thirty transition where ones adult life experiences and structure come into question. Inner pressure to change and to become ones own person becomes paramont (ages 29-32). The fourth stage is associated with settling down to career and personal/family concerns (ages 32-42). Then comes the mid-life transition (ages 42-50) in which one must resolve critical issues of mortality and decline. Finally,

FIGURE 1

Dalton-Thompson's Career Stages



**Stage I**

-Works under the supervision and direction of a more senior professional in the field
-Work is never entirely his own but is given assignments which are a portion of larger project or activity being overseen by senior professional
-Lacks experience & status in organization
-Is expected to willingly accept supervision and direction
-Is expected to do most of the detailed and routine work on a project
-Is expected to exercise "directed" creativity and initiative
-Learns to perform well under pressure and accomplish a task within the time budgeted

**Stage II**

-Goes into depth in one problem or technical area
-Assumes responsibility for a definable portion of the project, process, or clients
-Works independently and produces significant results
-Develops credibility and a reputation
-Relies less on supervisor or mentor for answers, develops more of his own resources to solve problems
-Increases in confidence and ability

**Stage III**

-Involved enough in his own work to make significant technical contributions but begins working in more than one area
-Greater breadth of technical skills and application of those skills
-Stimulates others through ideas and information
-Involved in developing people in one or more of the following ways:
  a. acts as an idea man for a small group
  b. serves as a mentor to younger professionals
  c. assumes a formal supervisory position
-Deals with the outside to benefit others in organizations, i.e., working out relationships with client organizations, developing new business, etc.

**Stage IV**

-Influences future direction of organization through:
  a. original ideas, leading the organization into new areas of work
  b. organizational leadership and policy formation
  c. integrating the work of others to a significant end
-Influence gained on the basis of:
  a. past ability to assess environmental trends
  b. ability to deal with outside effectively
  c. ability to affect others inside the organization
-Has the ability to engage in wide and varied interactions:
  a. at all levels of the organization
  b. with individuals & groups outside the organization
-Involved in the development of future key people. A sponsor for promising people in other stages

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there is a mellowing or settling period in which one looks back on life with either a sense of satisfaction or regret (ages 50 +). The work of this last period is to prepare to wind down ones life, to find and concentrate on what is most basic and meaningful (e.g. family, friends, self).

Because the importance the mid-life crisis has for this study it is necessary to describe it in some detail.* Generally this crisis is brought about by one or more of the following events: Evidence of Physical Deterioration. During these mid-life years the evidence of physical aging becomes increasingly apparent. The appearance of gray hair and/or balding, the gaining of excess weight, the lessening of physical vigor and agility, and the need for reading glasses vividly impresses on the individual that we are all subject to a terminal disease called aging. The appearance of these signs of physical deterioration and the depressing reality that one is in the declining years is further underscored by the death of friends and acquaintances who are in the same age bracket.

This realization that life is not endless and that one's life is more than half over can have a profoundly sobering effect on an individual. Some may retreat into a state of depression while others may carefully plot how best to use the years that remain. Regardless of how one reacts to this, it is unlikely that once this reality becomes manifest the individual will view life or himself in quite the same way again.

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* This section has been developed with the help of Dr. Richard C. Williams, Graduate School of Education, UCLA.

Signs of Incomplete Occupational Success or Fulfillment. In the early stages of one's career, it is not unusual for one to envision a future in which one reaches the highest appropriate level of success (e.g. top management, important discoveries, extensive publications, high income). Somewhere in this mid-life period many come face-to-fact with the fact that they will not likely achieve those levels or success that had been taken for granted at an earlier age, when everything seemed possible. They realize that for any number of reasons there just are not enough years left to do all that they wanted to accomplish. In addition, some individuals, both successful and unsuccessful, realize that there is little personal fulfillment in their work. It may be viewed as boring, trivial,or not challenging. Whatever the reason, some individuals question seriously the continuation of their life's work.

To some, these insights regarding their life's work may cause only a slight pause, and then the individual pushes ahead in spite of the recognized limitations of doing so. Others, however, find this realization stunning and either seek and find new occupations or continue in their present work with little enthusiasm or commitment.

Changes in One's Personal Life Situation. During this period of time a number of fundamental personal life situations may change significantly. For example, marriages that have endured for 10-20 years are increasingly strained as both partners undergo physical and psychological changes. The children may be leaving the home for school or work and the family, as a unit, begins to change unalterably, or the family may be stressed by a rapid rise in expenses as the parents assume the financial responsibility for the children's college tuition and the aging grandparents' living expenses.

Obviously there is considerable interaction among these three components; they are inextricably locked together. Also, the combinations of these components will vary from individual to individual. The evidence is quite clear that for many there is such a thing as a mid-life crisis and it can, and often does, have a profound effect upon those who are confronted with it.

One of the primary reasons for introducing this life-career stage subject into the study is to test the extent to which adult life stages and organizational career stages are interdependent, conflicting or mutually reinforcable. It is reasonable to assume, for example, that the demands of the organization and the developmental needs of the individual might coincide and conflict around Dalton and Thompson's various career stages. In some occupations the apprenticeship (Stage I) might also be occuring during the period when a person is seeking identity and getting into the adult world. One of the best ways to accomplish this is by working closely with seniors and modeling their behavior. There should be little conflict.

At early Stage II, where independence and competence are at issue, a corresponding life development stage may be that of transition and self-assertion. However, in some occupations, late State II (during the 30's) might require hard work and long hours to demonstrate to the employer that one is indeed a competent individual performer. A conflict may arise when a person cannot find the time and energy to "root and extend" (Sheehy, 1976) or to find the extra time necessary to personally find ones total self. Oftimes, for example, this is a period of beginning to discover the "soft" or non-achievement side and to integrate it with the hard-driving self of the work/identity period. This is often a period of requiring more time with family, friends and working at hobbies, and frustration is bound to occur if organizational demands force one to postpone such desires in order to advance in the career.

Stage III in the career calls for achievement by working with others or becoming a mentor. It usually occurs during the early mid-life crisis period.

The building of relationships with junior apprentices can fulfill a personal developmental need to remain useful and influential. However, conflicts between life-career stages can again occur. The enterprise demands intensive managerial performance at that point in the career,since one has an opportunity to become a senior executive if he does well,but the person also requires much time and energy to work through his own personal problems at that important crisis period.

During Stage IV there is more congruence. The organization wants wisdom, policy making and integration. The individual is often at the end of his mid-life crisis and ready to give the same. He is becoming more settled, more integrated, more apt to look at life generally and broadly and often ready to end his career making one last enduring contribution.

It is, therefore, deduced from theory that the particular life stage of an individual can impact upon his career performance and decision-making. Moreover, the demands of the organization, especially at career Stages II and III, might seriously conflict with some life stage developments. More awareness of this phenomenon and better career-life planning could lead to a more productive manager.

This, of course, assumes that he follows a linear definition of career success (which is the assumption of the Dalton-Thompson work). The tensions between the career and adult life development may be quite different for those who follow a spiral career pattern or for the transcient, for example. Moreover, some may have arrived at Stage IV early and be ready to begin a second career commensurate with their mid-life growth tensions.

D. Family-Career Concerns. Related to the above, it is indisputable that the spouse and children play a significant and influential role in the worker's career satisfaction, productivity and patterns (Grace, Steiner, Halater, 1976). For many single and married careerists, the role of parents, relatives and even very close friends also impacts on the career (Kanter, 1977). The definition of "the family" as a basic nuclear entity is also changing. Nevertheless, a family crisis, however it is defined, can have a profound impact on all aspects of a person's life, even though those who are most personal/family oriented (as opposed to being career oriented) might be expected to experience extra-work activities more fully than the others (Hall, 1971; Bailyn, 1970).

Family matters are of particular interest in studying Naval officer careers. Much has been written about the family difficulties associated with physical separation during active duty tours for military personnel. (McCubbin et.al., 1974, 1976). Derr's preliminary interviews with officer-students (mentioned above) at the Naval Postgraduate School indicate that this is an important area of concern associated with career retention,satisfaction and productivity.

Therefore, it follows that any comprehensive study of the individual side of the career must include an examination of the interelationship and conflicts between family expectations and organizational (career) demands. Obtaining perceptions from the wife, given that those studied are married men, is also a way to further validate research findings.

E. Career Politics. Organizational power has been defined as "A's ability to modify the behavior of B in A's desired direction without altering his or her own behavior." (Schein, 1977). Or, as Korda (1976) says, "Power is the ability to bring about our desires." Organizational politics, therefore, are the intentions, means and actions used by an individual or group to gain power.

Career politics are the intentions, means and actions used by an individual in an organization to attain, (given his career anchor, his career-life stages and his family concerns) his definition of career success. Since politics is an attempt to get ones wishes and since many desires are mutually incompatible given scarce resources, career success will probably be a function of doing the best one can given the situation. Nevertheless, having desirable career opportunities will often depend, in large measure, on ones fortunes and skill in the political arena (Weber, 1975).

Attribution theory has been found to be useful in understanding organizational politics (Schein, 1977; Pfeffer, 1977). It says that regardless of ones real intentions, or agendas, it is important in organizations not to be seen as self-seeking or having intentions which basically deviate from those prescribed by the enterprise. Being seen as "selfish" is an anti-organizational image and not likely to be tolerated, certainly not to be rewarded, by most employers. Being viewed as "political" or "opportunistic" also creates a negative image, the opposite from being perceived as loyal, interested and committed. Thus, an objective of anyone involved in organizational politics is to give the impression of being an "organizational person" and of finding ways to make it appear as though one is personally committed to organizational objectives.

If ones real intentions do, in fact, correspond to organizational requirements, one may use overt means to accomplish his objectives. Being open and even flaunting accomplishments in competition with others will be career -enhancing because the organization is likely to reward attitudes and performance corresponding to its career incentives and plans. If, however, ones intentions are not congruent with his employer's expectations, one is forced to use covert means or be secretive in accomplishing his career objectives. One of the most preferred strategies is to make it appear as if one is working hard to achieve a prescribed career goal but, in reality, to actively use any advantage this may bring (e.g. inside information, more salary) to secretly pursue ones own agenda.

If a person is caught pursuing his own career interests, often at the expense of the organization, he is likely to be punished or at least to fall into disfavor and tarnish his image. Not only is he likely to be perceived as subversive, disloyal and costly (in terms of the time, experiences, political and emotional investments involved in getting him to conform to company policy) but also rejecting. Such a person could be judged to have ignored or redefined the career reward system those in power may have worked to attain. In a sense, such a person may be perceived as saying that he does not value the career pattern followed by his more experienced colleagues.

An attempt will be made in the study to ascertain Naval officers' real career agendas (including the active preparation for a second career) as a way of understanding and predicting career behavior. Derr's aforementioned preliminary investigation indicates that political sponsors, job assignments (billets) and job ratings are perceived by Naval officer's as critical to their career success.

F. Summary of the Theory. The career is to be understood from an individual careerist's perspective. What causes him to think and act in certain ways, usually within an organizational context, in order to pursue his career? Why does he sometimes act at cross-purposes with the organization? Why does he sometimes fail to respond to its career incentives? Why does he leave the enterprise or retire on-the-job? Why do some become examplary career models?

The theory is based on five key concepts which are important to understanding the "personal" aspects of the career. Following is a summary of those five theoretical/conceptual frameworks:

There are several definitions of career success. Building on Driver's model, there are at least five different patterns. It is important to ascertain which concept seems most prevalent and to attempt to elaborate under which conditions each appears organizationally appropriate. In this sense, diverse individuals and their organizations may strike good career matches. Moreover, knowing the definitions of a successful career will help researchers better understand the various intents and underlying motives of career behavior. It is of special interest to better understand the various Naval officer definitions of career success and which of these is preferred.

Career anchors are the basic values, motives needs and talents which keep a person focused on a specific career pattern. It is important to attempt to understand these as basic factors in promoting retention, satisfaction and productivity. In the case of Naval officers, does one Navy community attract persons with certain anchors or, by design, should they,given the nature of their probable career opportunities? Could some career path be modified to accomodate the various anchor profiles without, for example, assuming a managerial/ command orientation in every instance?

The underlying issue behind studying the career-life stage dimensions of work is the extent to which these stages are congruent and/or conflict at various points and the concomitant impact of their incongruency on retention, satisfaction and productivity. This will be an especially important area of exploration for those Naval officers who pursue a linear definition of career success.

Closely related to the above is the area of family-career concerns. This is an effort to examine the role and influence of the spouse and children on the Naval officer's career. Conversly, what is the perceived impact of the career on family affairs and what are the consequences of these effects?

Finally, it is postulated that the opportunities available to individuals to achieve their desirous career states are, in large measure, a function of their fortune and skill in the area of career politics. How they understand the politics, their fortuitous circumstance, their abilities to behave politically, and their achievements of some of what was desired--all of these factors are critical for understanding who will remain at the career, who will be partially fulfilled and who will continue to work hard to gain mutual benefits. Knowing how and why there was political failure might provide insight on career changes and unproductive behaviors.

## IV. RESEARCH INSTRUMENTS

The above theoretical premises are designed to provide insight on the "personal" perspective of Naval officer careers which enhance and inhibit retention, satisfaction and productivity. Following are the research instruments per category?*

### A. Career Concept

(1) Interview Questions

a. What is your own definition of a successful career? That is, what will determine for you at the end of your career whether or not it has been successful?

b. As you are aware, you will retire one day. How do you see your second or non-Navy career? Do you know yet what you will do? Have you done much planing for it? Do you se retirement as a necessary evil or an exciting opportunity?

(2) Questionnaire Item

INSTRUCTIONS: Described below are several different concepts illustrating career behavior. Please rank order them according to what you consider the most successful career pattern (generally, whether or not this matches your own career pattern). Mark them 1 to 5 with (1) representing the concept that most represents your idea of the ideal successful career and (5) the one which least corresponds to your ideal successful career concept.

A career change here refers to switching professions or the nature of the work itself (e.g. becoming a salesman when you were an architect) as opposed to changing jobs (e.g. driving a truck for a different project or doing the same thing for a new company).

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* The instruments have been appropriately modified for studying the Navy wives subpopulation.

Rank Order

1. a person who makes frequent career changes in order to remain mobile, independent, free and uncommitted ________

2. a person who aggressively seeks to ascend up the hierarchy and increase his rank and pay ________

3. a person who loyally, faithfully and tenaciously pursues a life-long career (whether or not he advances up the hierarchy) ________

4. a person who is growth-oriented and periodically seeks new adventures and career changes corresponding to his new life stage ________

5. a person who retires from his first career early, with some financial security, and then pursues a second career corresponding to his new life stage ________

B. Career Anchors

(1) Interview Questions

a. What were your ambitions or long-range goals when you started your career? Have they changed? When? Why?

b. What kinds of billets do you prefer most (e.g. sea, shore and specific types of work situations)?

c. What are things you look for in a good billet, things that are important to you?

d. As you look back over your career thus far, identify some times you have especially enjoyed. What about those times did you enjoy?

e. Identify some times you did not especially enjoy. What about them did you not enjoy?

f. Have you ever pushed hard to resist or change a particular assignment? Why?

(2) Questionnaire Items

a. Career Values Form

## Career Values Form

Listed below are 10 values related to life/career planning. We would like you to compare each value with the others using the comparison table below.

For example, look at value #1, (High income-making lots of money) and compare it with #2, (Independence-being your own boss). If #1 is more important to you than #2, then circle the $\frac{\textcircled{1}}{2}$ . However, if being your own boss is more important to you than making lots of money, then circle the 2 like this: $\frac{1}{\textcircled{2}}$ . Move on to the next two numbers $\frac{1}{3}$ . Compare value number 1 with value number 3 (helping others), then circle number 1 like this: $\frac{\textcircled{1}}{3}$. Or, if value number 3 is more important to you than number one, circle value number 3 like this $\frac{1}{\textcircled{3}}$ . Continue through the rows of numbers, comparing each pair of numbers, circling the number of the more important value each time.

| VALUES | COMPARISON TABLE | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1. High Income-<br>Making lots of money | $\frac{1}{2}$ | $\frac{1}{3}$ | $\frac{1}{4}$ | $\frac{1}{5}$ | $\frac{1}{6}$ | $\frac{1}{7}$ | $\frac{1}{8}$ | $\frac{1}{9}$ | $\frac{1}{10}$ |
| 2. Independence-<br>Being your own boss | | $\frac{2}{3}$ | $\frac{2}{4}$ | $\frac{2}{5}$ | $\frac{2}{6}$ | $\frac{2}{7}$ | $\frac{2}{8}$ | $\frac{2}{9}$ | $\frac{2}{10}$ |
| 3. Helping others | | | $\frac{3}{4}$ | $\frac{3}{5}$ | $\frac{3}{6}$ | $\frac{3}{7}$ | $\frac{3}{8}$ | $\frac{3}{9}$ | $\frac{3}{10}$ |
| 4. Career & job security | | | | $\frac{4}{5}$ | $\frac{4}{6}$ | $\frac{4}{7}$ | $\frac{4}{8}$ | $\frac{4}{9}$ | $\frac{4}{10}$ |
| 5. Managing others and administering | | | | | $\frac{5}{6}$ | $\frac{5}{7}$ | $\frac{5}{8}$ | $\frac{5}{9}$ | $\frac{5}{10}$ |
| 6. Creating or inventing new things or ideas, innovation | | | | | | $\frac{6}{7}$ | $\frac{6}{8}$ | $\frac{6}{9}$ | $\frac{6}{10}$ |
| 7. Having a job with lots of time off | | | | | | | $\frac{7}{8}$ | $\frac{7}{9}$ | $\frac{7}{10}$ |
| 8. Retiring early and starting a second career | | | | | | | | $\frac{8}{9}$ | $\frac{8}{10}$ |
| 9. Having a job that has high social importance | | | | | | | | | $\frac{9}{10}$ |
| 10. Becoming technically outstanding & expert in your field or job specialty | | | | | | | | | |

b. Values Clarification

Please circle from the following list the five job wants most important to you. Then rank order those circled from most (1) to least (5) important.

challenge ___
variety ___
responsibility
power ___
expertise ___
autonomy ___
status ___
security ___
innovation ___

leadership ___
education/training ___
advancement ___
fun work ___
independence ___
travel ___
early retirement ___
esthetics ___
low pressure ___
other (list) ___

Now please circle from the following list the five job-related wants most important to you. Then rank-order them from most (1) to least (5) important.

type of business/activity ___
size of organization ___
hours worked ___
free time ___
benefits ___
geographic location ___
physical facilities ___
proximity to extended family ___

friends at work ___
rural community ___
suburban community ___
metropolitan ___
cost of living ___
commuting distance ___
attitudes of management ___

C. Career-Life Stage

(1) Interview Questions

(a) Please talk about your childhood as it relates to you having chosen this career. What were your early interests in high school? What was your major or concentration in college? Why did you choose that area? How did you feel about it?

(b) Which people, if any, played key roles in influencing you to choose a military career?

(c) Why did you choose a military career? Initially? At the various re-enlistment stages?

(d) How long do you plan to remain? What rank would you like to attain?

(e) Do you like the life of being a career military officer? Why? Why not?

(f) Is there anything about this stage of your life which does not correspons well with your career (e.g. being away at sea and small children)?

(g) Do you think much about not making your career goals? If you do not reach them,how are you likely to handle this? Will you feel unfulfilled?

(2) Questionnaire Items

(a) Career-Life Satisfaction

## Career-Life Satisfaction

INSTRUCTIONS: Below is a list of pairs of words which can be used to describe how people feel about their career as it has thus far unfolded. Please mark the space between the two words which comes closest to your feelings. The further you mark a space in either direction means that your feelings about your career are more like that word. Remember only one mark per line.

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Secure | ____ | ____ | ____ | ____ | ____ | Threatened |
| Bored | ____ | ____ | ____ | ____ | ____ | Interested |
| Tense | ____ | ____ | ____ | ____ | ____ | Relaxed |
| Challenged | ____ | ____ | ____ | ____ | ____ | Unfulfilled |
| Intensive | ____ | ____ | ____ | ____ | ____ | Nonchalant |
| Going Nowhere | ____ | ____ | ____ | ____ | ____ | On The Way Up |
| Trapped | ____ | ____ | ____ | ____ | ____ | Free |
| Pleased | ____ | ____ | ____ | ____ | ____ | Disappointed |
| Incompetent | ____ | ____ | ____ | ____ | ____ | Competent |
| Competitive | ____ | ____ | ____ | ____ | ____ | Non-Competitive |
| Self-Satisfied | ____ | ____ | ____ | ____ | ____ | Self-Critical |
| Successful | ____ | ____ | ____ | ____ | ____ | Unsuccessful |
| Hopeful | ____ | ____ | ____ | ____ | ____ | Resigned |

Now complete the same exercise. This time concentrate on how you feel about your life at this point in time. In general, how are you feeling at this stage in your life. Put one mark per line.

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Secure | ____ | ____ | ____ | ____ | ____ | Threatened |
| Bored | ____ | ____ | ____ | ____ | ____ | Interested |
| Tense | ____ | ____ | ____ | ____ | ____ | Relaxed |
| Challenged | ____ | ____ | ____ | ____ | ____ | Unfulfilled |
| Intensive | ____ | ____ | ____ | ____ | ____ | Nonchalant |
| Going Nowhere | ____ | ____ | ____ | ____ | ____ | On The Way Up |
| Trapped | ____ | ____ | ____ | ____ | ____ | Free |
| Pleased | ____ | ____ | ____ | ____ | ____ | Disappointed |
| Incompetent | ____ | ____ | ____ | ____ | ____ | Competent |
| Competitive | ____ | ____ | ____ | ____ | ____ | Non-Competitive |
| Self-Satisfied | ____ | ____ | ____ | ____ | ____ | Self-Critical |
| Successful | ____ | ____ | ____ | ____ | ____ | Unsuccessful |
| Hopeful | ____ | ____ | ____ | ____ | ____ | Resigned |

b. Life Stage-Career Concerns

INSTRUCTIONS: Following are issues some people have identified as major concerns during their middle years. Please read and rate them according to their importance to you at this time in your life. Circle the number which best indicates how you personally feel about the issue.

| | Extremely Important | Important | Somewhat of An Issue | So-So | Not At All Important |
|---|---|---|---|---|---|
| 1. acheiving financial security after retirement | 1 | 2 | 3 | 4 | 5 |
| 2. achieving my objectives for a military career | 1 | 2 | 3 | 4 | 5 |
| 3. obtaining education & training opportunities | 1 | 2 | 3 | 4 | 5 |
| 4. finding and keeping good "sponsors" or "mentors" (more senior officers who can help you get ahead in your military career) | 1 | 2 | 3 | 4 | 5 |
| 5. preparing for my second career after retirement | 1 | 2 | 3 | 4 | 5 |
| 6. getting good billets in terms of their helping me to get promoted | 1 | 2 | 3 | 4 | 5 |
| 7. getting good ratings on my fitness report | 1 | 2 | 3 | 4 | 5 |
| 8. having good feelings of integrity about myself | 1 | 2 | 3 | 4 | 5 |
| 9. becoming aware of & accepting signs of aging (e.g. less physical vigor, gray hair, less agility). | 1 | 2 | 3 | 4 | 5 |

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| 10. feeling that I may not achieve my military career goals | 1 | 2 | 3 | 4 | 5 |
| 11. being worried about my sexual performance | 1 | 2 | 3 | 4 | 5 |
| 12. feeling more burdened economically by increased financial responsibilities | 1 | 2 | 3 | 4 | 5 |
| 13. desiring more socio-emotional closeness with family & friends | 1 | 2 | 3 | 4 | 5 |
| 14. feeling that the demands of my current career prevent me from fulfilling my emotional needs | 1 | 2 | 3 | 4 | 5 |
| 15. being concerned generally about the current direction of change in my spouse (e.g. she now wants to pursue a career, she is pushing her independence, she is more permiscuous) | 1 | 2 | 3 | 4 | 5 |
| 16. being concerned about the direction of change in one or more of my chilcren (e.g. they are pursuing courses of action I don't like, don't agree with, or think will bring them harm ) | 1 | 2 | 3 | 4 | 5 |
| 17. being concerned about the direction of change in society | 1 | 2 | 3 | 4 | 5 |

## D. Family Concerns

### (1) Interview Questions

a. Are you experiencing any changes in your family life style or values which might conflict with your Navy career (e.g. questioning working such long hours, having stronger desires to be at home more, feeling unfulfilled). Explain.

b. Is your spouse experiencing any changes which could affect your career?

c. In what ways might the organization fail to meet your changing personal/family needs? How will this impact on your desire to actively pursue your career?

### (2) Questionnaire Items

a. Marriage and the Career

INSTRUCTIONS: Marriage can have a profound effect on the degree of happiness or unhappiness a person experiences in his life. The next questions are designed to measure marital adjustment.

1. Circle the dot on the scale line below which best describes the degree of happiness, everything considered, of your present marriage. The middle point "happy" represents the degree of happiness which most people get from marriage, and the scale gradually ranges on one side to those few that are very unhappy and on the other, to those few who experience extreme happiness.

• • • • • • •

Very Unhappy — Happy — Perfectly Happy

2. How much of your marital unhappiness do you estimate is related to your career? Please check one of the following:

80% or more ____
60% or more ____
40% or more ____
20% or more ____
Less than 20% ____

3. On a scale of 1-5, how influential is your spouse in helping you make career decisions? Circle one:

• • • • •

Very Influential — Not al all Influential

E. Career Politics

(1) Interview Questions

a. Do you have a game plan for advancing your career according to your own definition of career success? Would you please share some of it with me so that I can better understand how people in your community try to influence the direction of their future career.

b. Is it important or helpful to have "sponsors" (more senior officers who try to exert influence in your behalf) and what role do they play?

c. In this regard do you think that getting on the good side of your current CO is most important, or is it critical to get as your sponsor a long term mentor who will look out for you no matter what? Or, is it important to have both kinds of sponsors?

d. What is a good strategy for relating to peers or contemporaries and what role do they play in a person's career?

e. Can your spouse play a critical function? If so, how?

f. What will be the most important combination of factors in advancing your military career (e.g. politics, billets, fit reps.)?

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